

**INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE TEXT**

**MADE BY EIGHT GRADE STUDENTS OF SMP N 2 GATAK**

**SUKOHARJO IN 2014/2015 ACADEMIC YEAR**



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**SUMARDI**  
**A320110079**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
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UNIVERSITAS MUHAMMADIYAH SURAKARTA  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. A. Yani Tromol Pos 1 – Pabelan, Kartasura Telp (0271) 717417 Fax: 715448 Surakarta 57102

Website : <http://www.ums.ac.id> Email : [ums@ums.ac.id](mailto:ums@ums.ac.id)

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Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir :

Nama : Prof. Dr. Endang Fauziati, M. Hum.  
NIP/NIK : 274  
Nama : Dra. Siti Zuhriah Ariatmi, M. Hum.  
NIP/NIK : 225

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Nama : SUMARDI  
NIM : A320110079  
Program studi : BAHASA INGGRIS  
Judul skripsi : **INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE  
TEXT MADE BY EIGHT GRADE STUDENTS OF SMP N 2  
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Pembimbing I

Prof. Dr. Endang Fauziati, M. Hum.

NIP/NIK : 274

Pembimbing II

Dra. Siti Zuhriah Ariatmi, M. Hum.

NIP/NIK : 225

# INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY EIGHT GRADE STUDENTS OF SMP N 2 GATAK SUKOHARJO IN 2014/2015 ACADEMIC YEAR

*SUMARDI, Prof. Dr. Endang Fauziati, M.Hum., and Dra. Siti Zuhriah Ariatmi, M. Hum.*

*Englih Department  
Muhammadiyah Univeristy of Surakarta  
Email: [radenSoemardi90@gmail.com](mailto:radenSoemardi90@gmail.com)*

## **ABSTRACT**

This study aims at describing the interlanguage errors in decriptive text made by eight grade students of SMP N 2 Gatak Sukoharjo, identify the types of mhorpological errors, syntactical errors and discourse errors, describing the freqwency of each type of errors, explain the dominant type of error, and identify the source of error. The type of this reseach is descriptive qualitative reseach. In collecting the data, the writer uses elicitation technique and documentation. The data are analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by James (1998) there are steps to collect data, namely: the writer gets the data by asks the students to produce descriptive text, the writer identify the errors sentence production, the writer classifies all of the errors sentences of the student's composition based on the type of errors, the writer writes all the errors sentences into a list and used them as the data. The collected data are analyzed by using Selinker interlanguage theory, Carl James, Brown, and Corder the notion of errors, Dulay, Burt and Kharasen classification of errors theory, Eberton, Norrish describing the frequency of error, Brown, Norrish, and Richard source of errors theory.

The results of the reseach show that the eight grade students of SMP N 2 Gatak still make 406 errors in their composition. The writer finds the errors from 47 texts production made by the students, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy, there are: Morphological Errors 39,90% which cover: Omission of ('s) as Possessive Marker 16,00%, Misspelling 15,51%, Omission of (-s) as Plural Marker 3,94%, False Friends 2,70%, and Code Switching (The Use of Indonesian Word) 1,72%., Syntactical Errors 55,42% covering: omission of BE as Full Verb 19,95%, addition of BE 8,37%, Miselection of Pronoun as Subject 7,63%, Omission of Pronoun as Subject 1,47%, Omission (-s) of Verb for third person in singular 4,18%, Miselection of Verb form 3,94%, Addition of Article 2,95%, Omission of Preposition 2,46%, and Misordering 1,97%., Discourse Errors are cohesion error from reference 4,68%, and text structure errors which covers 27 texts production.

The dominant errors found is omission of Be as full verb in syntactical errors with total number of errors are 81 errors or 19,95% of errors. The reseacher also finds 2 dominant source error, namely: Interlingual transfer and intralingual transfer. The result of this study is that most of the students still make errors in expressing their ideas. Therefore, there is necessity of remedial teaching.

**Keyword:** *Interlanguage, Error Analysis, and Descriptive text.*

## A. Introduction

Language is a system of human communication; it is a way of communication which happens between the person, it can consist of two persons or in groups. Language according to Crystal (1992:212) is the systematic, conventional use of sounds, sign, or written symbols in human society for communication and self expression. According to Finocchione 1974:3 (in Sriyono 2001:3) language is a system of arbitrary, vocal symbols which permits all people in given culture, or other people who have learned the system of that culture, to communicate or to interact. All of the people learn about language. The children who grow up also learn language, because when they want to express something they use language. They learn language from their society as informal education and they learn language in their school as a formal education.

Education is a kind of way in studying language. The student who studies in the school must learn about language, because by the language they can communicate with other people to get information. Actually, in this world consists of many languages, for example Indonesia, English, Japanese etc. One of the languages in this world that is learned by many people is English, because English is as the International language that is used by many people to communicate with other people from different countries. So, the students learn English as one of the subjects in the school.

In teaching learning English, there are many kinds of methods. One of those methods is genre based approach. Byram 2004 : 235 (in Endang Fauziati “ Introduction to Methods and Approaches in Second or Foreign Language Teaching”), genre refers to “a staged, goal-orientated, purposeful activity in which speaker engages as member of their culture”. The specification of genres to be taught in language teaching is based on the classification used by many systematic functional linguists, especially in applications to classroom teaching of English (e.g. Derewianka, 1990; Butt et. al., 2001). In genre based approach, there are many kinds of texts that are used in the teaching learning process. For example : Descriptive text, Narrative Text, Recount text, Discussion text and so forth.

Remembering that English is different structurally and lexically with learner's native language, therefore, the learners sometimes tend to make errors in their writing. Their problems are different, sometimes they make errors in terms of vocabulary, structure, etc. In line with vocabulary, the learners usually have difficulty in writing the vocabulary, sometimes they are missing the letter and choosing the right words for the appropriate

situation. In line with structure, the learners usually have difficulty in constructing the sentence, because the Indonesia sentences are different with English sentences construction.

In SMP N 2 Gatak Sukoharjo, English as the difficult subject in teaching learning process. Many of the students of SMP N 2 Gatak have the difficulties to understanding the material. Actually English is the new language for the students, so they have troubles in learning English. Sometimes they did not understand the material, but sometimes they forget about the material that have learned. So, it can caused the error on the students learning process.

English is one of the subjects taught in smp n 2 Gatak. for students, English is a new language they had to learn from scratch, and most of them assume that this language is very difficult. so students often make mistakes, especially in writing. for examples:

(1) *She is was born in Sukoharjo, june 24th 1981.*

(2) *She live in karanglo, wironangan, gatak, sukoharjo.*

In the first sentence, the student use double *to be* on the sentence, the students assume that *was born* is one constituent. The correct sentence is "*she was born in sukoharjo, june 24th 1981*". In the second sentence, the student forgot to add necessary element in their writing. This sentence has omission "s" in the end of word "live" because the subject is third person singular. The correct sentence is "*she lives in Karanglo, Wironangan, Gatak, Kartasura*".

By the phenomenon above, the teacher needs errors, because it can helps the teacher to explain to the student how to make a good sentence by corrected the wrong sentences. Teacher can decrease student's errors by using some ways like the explanation before, such as practice for writing and so fort. So, it is really interesting to do this research in that school, because it can give benefit to decrease students' error by knowing the cause of learners' error and it can helps the teacher to prepare the students in facing English test in order to reduce the error.

## B. Resesah Method

In this research, the writer use a descriptive qualitative research, because the writer purposes to describe the errors made by eight grade students of SMP N 2 Gatak

Sukoharjo in writing descriptive text, identify the types of errors made, and to explain the dominant type of errors made. Qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people or behaviour (Moleong, 1995:3). In collecting the data, the researcher use elicitation method to get the data. Elicitation is the method used to elicit student's production of language. Nunan (in Fauziati, 2009) adduces that elicitation techniques vary enormously in scope, aim, and purpose. It includes in the studies which obtain the data by means of stimulus, such as picture, diagram, standardized text, as well as those based on questionnaire, survey and interview. After the data collected, the researcher analyze the data. The following steps needed for doing to analyze the data. The steps are: Classifying the Errors, Describing the Frequency of Error, Describing the Dominant Type of Error, Describing the Source of Error.

### C. Research Finding

In this chapter, the researcher describes the errorous sentences which are taken from the compositions of the writing descriptive text made by the eighth grade students of SMP N 2 Gatak in 2014/2015 academic year. The researcher analyzes and classifies the types of error made by the eighth grade students based on the combination of linguistic category and surface strategy taxonomy. The researcher divides research finding into 6 steps. They are the type of morphological errors, the type of syntactical errors, the type of discourse errors, the frequency of each type of errors, the dominant type of errors, and the sources of errors.

#### 1) The Type of Morphological Errors

Morphology is the study about morpheme and the combination of words. In the level of morphology, errors can be classified into several types. In this research the researcher found errors made by the student in the level of morphology, they are:

- a) Omission ('s) as Possessive Marker
- b) Misspelling
- c) Omission of (-S) as Plural Marker
- d) False Friends
- e) Code Switching (the Use of Indonesian Word)

#### 2) The Type of Syntactical Errors

According to (Thomas, 2002) the syntactic level identifies the sequence of inputs and outputs. The input may be a sequence that is represented by a particular grammar. For example: a regular grammar as defined in perl (a programming language, often used for scripting). The output defines the set of rules for combining tokens into a legal sentence/instruction for the computer to understand. The output will include spatial and temporal factors. In this research show that in students' composition has syntactic interference. It shows that the student did the syntactic rule in writing the sentence. Syntactical errors consist of the use of various elements of Indonesian and English grammar. In this research the researcher found errors made by the students in the level of Syntactical, they are:

- a) Omission of BE as Full Verb
- b) Addition of BE
- c) Misselection of Pronoun as Subject
- d) Omission of Subject
- e) Omission (-s) of Verb for third person in singular
- f) Misselection of Verb Form
- g) Addition of Article
- h) Omission of Preposition
- i) Misordering

### 3) The Type of Discourse Errors

According to Celce-Murcia, discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. This is where the bottom-up lexico-grammatical microlevel intersects with the top-down signals of the macrolevel of communicative intent and sociocultural context to express attitudes and messages, and to create texts. There are many sub-areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure inherent to the turn-taking system in conversation. In this case, the students did the error in discourse level at cohesion category, while in the cohesion category has many areas, there are reference (anaphora, cataphora), Substitution/ellipsis, Conjunction, Lexical chains (related to content schemata), parallel structure. The students sometimes did the error based on this criteria, one of errors is using word as reference. In this research the researcher found errors made by the students in the level of morphological, they are:

- a) Reference
- b) Text structure

The first, the students made error based on the type of morphological errors (162 errors or 39,90% of errors). The errors are classified into 5 errors, there are Omission of ('s) as Possessive Pronoun (65 errors or 16,00% of errors), Misspelling (63 errors or 15,51% of errors), Omission of (-s) as Plural Marker (16 errors or 3,99% of errors), False Friends (11 errors or 2,70% of errors), and The Use of Indonesian Word (7 errors or 1,72% of errors).

Second, the students made error based on the type of syntactic errors (225 errors or 55,41% of errors). The error classified into eight errors, namely: omission of BE as Full Verb (81 errors or 19,95% of errors), addition of BE (34 errors or 8,37% of errors), Misselection of Pronoun as Subject (31 errors or 7,63% of errors), Omission of Pronoun as Subject (6 errors or 1,47% of errors), Omission (-s) of Verb for third person in singular (17 errors or 4,18% of errors), misselection of verb form (16 errors or 3,94% errors), Addition of Article (12 errors or 2,95% of errors), Omission of preposition (10 errors or 2,46% of errors), and Misordering (8 errors or 1,97% of errors).

The last, the students made error based on the type of discourse errors (19 errors or 4,67% of errors). The error classified into two error, namely: cohesion error from reference (19 errors or 4,67% of errors). Text structure 27 errors texts.

These errors are arranged into the table below. The researcher found 406 errors made by the students.

Table 4.1  
Types of Errors

No.	Type of Errors	Number of Errors	Frequency of Errors (%)
<b>I</b>	<b>Morphological Errors</b>		
	1. Omission of ('s) as Possessive Pronoun	65	16,00%
	2. Misspelling	63	15,51%



	3. Omission of (-s) as Plural Marker	16	3,94%
	4. False Friends	11	2,70%
	5. Code Switching (The Use of Indonesian Word)	7	1,72%
	<b>Total in Morphological Errors Level</b>	<b>162</b>	<b>39,90%</b>
<b>II</b>	<b>Syntactical Errors</b>		
	<b>1. BE</b>		
	<b>a. Omission BE as Full Verb</b>	81	19,95%
	<b>b. Addition of BE</b>	34	8,37%
	<b>2. Pronoun</b>		
	Miselection of Pronoun as Subject	31	7,63%
	Omission of Pronoun as Subject	6	1,47%
	<b>3. The Use of Verb Tense</b>		
	Omission (-s) of Verb for third person in singular	17	4,18%
	Miselection of Verb Form	16	3,94%
	<b>4. Addition of Article</b>	12	2,95%
	<b>5. Preposition</b>		
	Ommision of preposition	10	2,46%
	<b>6. Misordering</b>	8	1,97%

	<b>Total in Syntactical Errors Level</b>	<b>225</b>	<b>55,41%</b>
<b>III</b>	<b>Discourse Errors</b>		
	<b>1. Cohesion</b>		
	Reference	19	4,67%
	<b>Total in discourse Errors Level</b>	<b>19</b>	<b>4,67%</b>
	<b>Total</b>	<b>406</b>	<b>100%</b>

### **The Dominant Type of Errors**

After the researcher count the frequency of errors made by the students, the researcher divides the errors into three types. First, the type of morphological errors which has dominant error in Omission of ('s) as Possessive Pronoun with total number of errors are 65 errors or 16,00% of errors. Second, the type of syntactical errors has dominant in the omission of BE as Full Verb with total number of errors are 81 errors or 19,95% of errors. While the last type of error is discourse errors which has dominant error in reference with the total number of errors are 19 errors or 4,67% of errors. According to the explanation above, the researcher concludes that the dominant type of error is omission of BE as Full Verb with total number of errors are 81 errors or 19,95% of errors. It shown on the table of frequency above which completed with the precentage. The table shows that the highest frequency is omission of BE as Full Verb. So omission of BE as Full Verb is the dominant type of error in this research.

### **D. Conclusssion**

The result of this study shows that the eight grade students of SMP N 2 Gatak, Sukoharjo, still made many errors in their writing production. In this research, the writer finds 406 errors originated from 47 compositional works of 47 students. The

writer uses 'surface strategy taxonomy' and 'linguistic category taxonomy' in analyzing the data.

The result of the analysis is that the 47 students' compositional works produce 406 errors which are grouped into three main categories, namely: lexical errors, syntactical errors, and discourse errors. The three categories are then elaborated into components which have their own types those are omission and addition. The elaboration can be cited as follow: 'Morphological Errors' consists of 162 errors or 39,90% of errors. The errors are classified into 5 errors, there are Omission of ('s) as Possessive Pronoun (65 errors or 16,00% of errors), Misspelling (63 errors or 15,51% of errors), Omission of (-s) as Plural Marker (16 errors or 3,99% of errors), False Friends (11 errors or 2,70% of errors), and The Use of Indonesian Word (7 errors or 1,72% of errors).

'SyntacticalErrors' consists of 225 errors or 55,41% of errors. The error classified into eight errors, namely: omission of BE as Full Verb (81 errors or 19,95% of errors), addition of BE (34 errors or 8,37% of errors), Miselection of Pronoun as Subject (31 errors or 7,63% of errors), Omission of Pronoun as Subject (6 errors or 1,47% of errors), Omission (-s) of Verb for third person in singular (17 errors or 4,18% of errors), miselection of verb form (16 errors or 3,94% errors), Addition of Article (12 errors or 2,95% of errors), Ommision of preposition (10 errors or 2,46% of errors), and Misordering (8 errors or 1,97% of errors).

The last, the students made error based on the type of 'DiscourseErrors' consist of 19 errors or 4,67% of errors. The error classified into two error, namely: cohesion error from reference (19 errors or 4,67% of errors). Text structure 27 errors texts.

The most errors made by the students are syntactical errors, it shows from the data above that showed the frequency of syntactical errors is 225 errors or 55,41%. The biggest number of syntactical error comes from BE form, especially on 'omission of BE as full verb' which consists of 81 errors equaling 19,95%. It means that the students have the difficulties in understanding the syntactical rules of English. From the biggest number of syntactical errors shows that the students haven't mastered the system of BE form 'the use of BE in the sentence' correctly. They sometimes apply Indonesian rule when they write the sentences composition. Beside the of that, the students also have a relatively weak understanding on morphological and discourse level. Here, the

researcher concludes that the students have problems in acquiring of syntactical rules in English normally, based on the biggest number of errors production by the students.

The source of students' errors that the writer finds out is 'Interlingual transfer' and Intralingual transfer'. Interlingual transfer is the source of errors due to the interference of the mother language system. Intralingual transfer is errors that happen due to partial learning of the target language. The writer finds 16 interlingual errors or 3,94% and 318 intralingual errors or 78,32% within student's errors.

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